Title of Module: Professional Midwifery 2			
Code: MIDW08015	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 30	ECTS: 15 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Sheona Brown		

Summary of Module

Module Aim:
To explore professional, legal and ethical concepts within evidence-based midwifery practice.
Module Content: This module continues to develop students for professional life as a midwife by applying the requisite knowledge and skills in relation to ethical, legal, professional, regulatory and governance issues all of which are explored in relation to the NMC code (2018). Within this module students will develop skills in advocacy, and leadership to enable them to act in the best interests of women, families and the new-born. Students will explore the following topics:-

- Clinical governance, Clinical risk, Mandatory reporting, The impact of devolved healthcare in each of the 4 UK countries, Human Rights – including sexual and reproductive health, Ethical and legal issues pertaining to midwifery practice, The Code (NMC,2018) including accountability and, autonomy, How to challenge discrimination – with a focus on respectful, compassionate and kind care. Communication – in all forms, Relationship based care both for women and families and the wider maternity team. The role of the media in influencing the care agenda. Develop skills in numeracy, literacy, digital and media (including SafeMedicate). Explore their personal responsibility to ensure they are fit for practice, including mental and physical health. The use of reflection to aid personal development including maintaining a Turas e-portfolio. The role of evidence (critical analysis, interpretation and application to practice). Introduction to research and research methodologies.

- The holistic promotion, support and maintenance of breastfeeding will be e holistic promotion, support and maintenance of breastfeeding will be reviewed and assessed in relation to an overall, comprehensive and detailed knowledge and understanding of UNICEF UK Baby Friendly Initiative University Standards (UNICEF,2019):Theme1:Understanding breastfeeding; Theme2:Support infant feeding; Theme3 Support close and loving relationships;Theme4:manage the challenges; Theme 5; promote positive communication. This module will support students to develop characteristics which can contribute to the UWS graduate attributes, which are: Universal (critical thinker, analytical, inquiring, culturally aware, emotionally intelligent, ethically minded, collaborative, research-minded and socially responsible); Work-ready (knowledgeable, digitally literate, problem solver, effective communicator, influential, motivated, potential leader, enterprising and ambitious);Successful (autonomous, incisive, innovative, creative, imaginative, resilient, driven, daring and transformational)(I am UWS,2018) Module content maps to the Educational Framework for Pre-registration Midwifery adapted from the Framework for Quality Maternal and Newborn Care (Renfrew et al, 2014) to levels: • Educational Content - Professional and Personal Development, Health and Wellbeing • Teaching and Learning Strategies • Student Values • Programme Philosophy • Students

- Module content maps to the Educational Framework for Pre-registration Midwifery adapted from the Framework for Quality Maternal and Newborn Care ,Renfrew et al., 2014) to levels 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.14, 1.15, 1.16, 1.17.3, 1.18, 1.19, 1.22, 1.23, 1.25, 1.26, 1.27,2.4, 2.9, 2.10, 3.20, 3.22, 5.9, 5.12, 5.13.1, 5.13.2, 5.13.3, 5.13.4, 5.13.5, 5.13.6, 5.17, 5.18

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
			✓		

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations
Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1		Term 2	✓	Term 3	✓	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:
L1. Determine the professional requirements essential for complex midwifery practice.
L2. Examine legal, ethical and moral issues within midwifery practice.
L3. Interpret relevant sources of information and evidence to inform care in midwifery practice
L4. Utilise a wide range of skills associated with communication, numeracy, I.T. and study methods to their practice

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level 8. Demonstrating a detailed knowledge of professional, ethical and legal issues relating to midwifery practice. Appreciating the midwives role as an autonomous, accountable practitioner who provides respectful, kind, compassionate person centred care to women and families. Demonstrating knowledge and understanding of theory and evidence-based research relating to midwifery practice. Demonstrating a non-judgemental approach to care delivery that challenges discriminatory behaviours and is respectful, compassionate and kind.
Practice: Applied Knowledge and Understanding	SCQF Level 8. Applying professional standards to practice with women and their families from diverse backgrounds. Adopting a range of communication skills and adapting these as required to provide person centred individualised care that acknowledges the individual needs of the woman and her family. Utilising a range of information sources – such as research to share, apply and influence midwifery practice. Demonstrating advocacy and leadership skills when working with women, new-born, infants, families and colleagues.
Generic Cognitive skills	SCQF Level 8. Applying skills of problem solving, critical reasoning and reflection to a wide range of midwifery situations Critically evaluating the legal and ethical frameworks that impact care for women and families in the 21st Century, including Human, Sexual and Reproductive Rights. Developing the skills of reflection on practice. Utilising TURAS platform for recording theoretical and practical reflections.
Communication, ICT and Numeracy Skills	SCQF Level 8. Demonstrating skills in a variety of communication methods such as oral presentation, writing academic essays, record keeping, searching and evaluating literature from a range of sources. Accessing and applying information, evidence and research from a variety of sources to inform midwifery practice. Demonstrate numeracy skills related to professional practice through the use of Safe Medicate Utilising a wide range of ICT applications to support and enhance care.
Autonomy, Accountability and Working with others	SCQF Level 7. Understanding and working within the confines of professional legislation. Adhering to and practicing in accordance with all NMC professional, legal and ethical codes/standards, managing complex ethical and professional issues making informed judgments. Dealing with ethical and professional issues within the NMC framework in a caring and compassionate manner. Developing self-confidence, self-awareness, reflection, personal development planning and an ability to identify personal and professional boundaries to enhance employability.

	Complying with NMC and Royal Pharmaceutical Society guidelines carry out professional skills such as effective record keeping and safely administering medicines.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching
This module will be offered using a hybrid learning approach. A variety of teaching methods and media make sessions as interesting and engaging as possible. Core lectures will lay the foundation for learning, complimented by planned tutorials and asynchronous online or class activities. To promote inclusiveness and flexibility, anticipatory adjustments have been made to teaching, learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments or disability support in either the academic setting or in clinical practice placement environments.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	40
Asynchronous Class Activity	80
Tutorial/Synchronous Support Activity	14
Independent Study	166
	300 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Core: Clark, E.J. (2015) Law and ethics for midwifery. New York: Routledge   Cottrell, S. (2017) Critical thinking skills: Developing effective analysis and argument .3rd edn London: Palgrave Macmillan. Macdonald, S. and Johnson, G. (eds.) (2023) Mayes' midwifery. 156h edn. Edinburgh: Elsevier. Marshall, J. and Raynor, M. (eds.) (2020) Myles textbook for midwives. 17th edn. Edinburgh: Elsevier.

Nursing and Midwifery Council (NMC) (2018) The Code. Available at: https://www.nmc.org.uk/standards/code/ (Accessed: 15 October 2020).

Recommended:

Bolton, G. (2014) Reflective Practice: Writing and professional development 4th edn. London: Sage Publications Ltd.

Dimond, B. (2013) Legal Aspects of Midwifery (Legal Aspects of Healthcare). Mark Allan Publishing:London
Frith, L. and Draper H. (2003) Ethics and Midwifery: Issues in Contemporary Practice 2nd edn.. Books for Midwives:London.

Gallagher, A. and Hodge, S. (2012) Ethics, law and professional Issues. A practice-based approach for health professionals. London: Palgrave Macmillan.

Griffith, R., Tengnah, C. and Patel, C. (2010) Law and professional issues in midwifery. Exeter: Learning Matters Ltd.
Johns, C. (2017) Becoming a reflective practitioner .5th edn. New Jersey: John Wiley and Sons Inc

Knight, M., Bunch, K., Tuffnell, D., Jayakody, H., Shakespeare, J., Kotnis, R., Kenyon, S., Kurinczuk, J.J. (eds.) on behalf of MBRRACE-UK (2019) Saving Lives, Improving Mothers' Care - Lessons Learned To Inform Maternity Care From The UK And Ireland Confidential Enquiries Into Maternal Deaths And Morbidity 2015-17. Oxford: National Perinatal Epidemiology Unit, University of Oxford. Available: https://www.npeu.ox.ac.uk/assets/downloads/mbrrace-uk/reports/MBRRACE-UK%20Maternal%20Report%202019%20-%20WEB%20VERSION.pdf. (Accessed 15 October 2020).

Peate, I. and Hamilton, C. (eds.)(2013) The student's guide to becoming a midwife. 2nd edn. London: Wiley Blackwell

Pollard, M. (2017) Evidence-based care for breastfeeding mothers. A resource for midwives and allied health professionals. 2nd edn. London: Routledge.
UNICEF (2019) Guide To The UNICEF UK Baby Friendly Initiative University Standards. Available at: https://www.unicef.org.uk/babyfriendly/wp-content/uploads/sites/2/2019/07/Guide-to-the-Unicef-UK-Baby-Friendly-Initiative-University-Standards.pdf (Accessed: 15 October 2020).

Royal Pharmaceutical Society (2018) Professional Guidance On The Safe And Secure Handling Of Medicines. Available: https://www.rpharms.com/recognition/setting-professional-standards/safe-and-secure-handling-of-medicines/professional-guidance-on-the-safe-and-secure-handling-of-medicines. (Accessed: 15 October 2020).

Russell, L. (2014) Sociology for Healthcare Professionals. London: Sage Publications Ltd.

Scottish Government (2017) The Best Start - A five year forward plan for maternity and neonatal Services in Scotland. Available.at: https://www.gov.scot/publications/best-start-five-year-forward-plan-maternity-neonatal-care-scotland-9781786527646/ (Accessed: 15 October 2020).
Spilby, H. and Munro, J. (eds) (2009) Evidence Based Midwifery: Applications in Context. Oxford: Wiley-Blackwell.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)	

Engagement Requirements
In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Students are academically engaged if they regularly participate in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources and complete assessments which are submitted on time (UWS Academic Engagement Procedure 2020.21; UWS Regulatory Framework, section 1.64 Academic Engagement and Attendance). It is expected that students will attend all scheduled classes or participate with all delivered elements as part of their engagement with their programme of study. Within this module, students are expected to attend for at least 75% of the synchronous core teaching activities to be assessed. Please refer to UWS Regulatory Framework Attendance Requirements.

Supplemental Information

Programme Board	Midwifery & Specialist Nursing
Assessment Results (Pass/Fail)	No
Subject Panel	Midwifery&Specialist Nursing L7-8
Moderator	Magi Hunter
External Examiner	L Lawther
Accreditation Details	NMC
Version Number	1.08

Assessment: (also refer to Assessment Outcomes Grids below)
Safe Medicate (Pass/Fail) must be passed at 100% (NMC, Standards)
Written essay, 3000 words, 100% weighting
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**	
Class test (written)				✓	0	1	
Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**	
Essay	✓	✓	✓		100	1	
Combined Total For All Components					100%	2 hours	

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity
Module content reflects societal diversity and a rights-based approach to midwifery practice. To promote accessibility, anticipatory adjustments have been made to teaching and learning strategies and assessment. Further reasonable adjustments can be made for students who have been assessed as requiring specific adjustments.   UWS Equality and Diversity Policy   UWS Equality and Diversity Policy
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)